LEADERSHIP & SERVICE: SERVICE TRIP TO GUATEMALA

INSTRUCTOR

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CLASS MEETING

Service Trip, March 12 – 20, 2016

OVERVIEW

The overall purpose of this course is to encourage you to carefully analyze your responsibilities and commitments in the context of leadership for the common good and for purposeful change. The course is more than the study of leadership; it is designed to help you develop your own leadership potential. You will participate in a community playground build in Quetzaltenango Guatemala as an exercise of leadership in action. You will be encouraged to think critically about leadership issues facing our communities and society, to understand the importance of self-knowledge, and to explore how values influence the leadership process. From this course, you will realize that leadership issues permeate every aspect of daily living, from events that make the local news to world crises. In this course, you will embrace the belief that you have the potential to transform your world.

COURSE OBJECTIVES

Academics: The academic content of this course is built around the concepts and theories of leadership and service. Through course resources, guided discussion, journal reflection, and experiences, students will develop an informed understanding of the role of these theories and practices in their lives and in contemporary forms of community development - both globally and locally. As well, they will acquaint themselves with the history, culture, and political experience of Western Guatemala.

Fieldwork: This course revolves around active participation of the construction of a playground outside of Quetzaltenango, Guatemala. Our focus will be on development of leadership and project development and management.

Intercultural Immersion: Throughout the service and travel components of the course, students will have ongoing opportunities to immerse themselves in another culture. They will be exposed to a variety of sites and activities that will provide them with opportunities to experience the local cultural meaning and history of the region.
Students will also have the opportunity to hear from community members and the head of a local NGO as well as through lectures and discussion forums that are part of the academic experience. Students are expected to actively engage in the intercultural immersion aspects of this course through dialogue, observation, and preparation of questions and reflections.

EXPECTED LEARNING OUTCOMES

*Global Leadership and Sustainable Development:*

1. Demonstrate an increased knowledge of the Western Guatemala, especially in respect to leadership theory, global natural resource use, sustainable development, entrepreneurism, and service-based tourism.

2. Articulate how global citizenship relates to the student’s individual value framework and worldview.

3. Present information on the course experience and the ethical questions it addressed to an audience, using a combination of written language, and modern communication media.

4. Demonstrate enhanced knowledge and/or skills in the areas of leadership and sustainable development.

COURSE REQUIREMENTS

REQUIRED TEXTBOOK / RESOURCES


"I Was Just Trying To Help | This American Life." This American Life. Web. 15 Sept. 2015. (http://www.thisamericanlife.org/radio-archives/episode/503/i-was-just-trying-to-help)


“To Hell with Good Intentions” by Ivan Illich


Journal

*Journal Guidelines:* You will need a journal for use in this course. You are welcome to bring a separate journal for personal reflection if you so choose. You are expected to write legibly, to use reasonably correct Standard English, and complete sentences. You should bring your journal to every class while in Guatemala, and be prepared that you may be asked to read/review your work with the instructors. The general expectation is that you write one entry per day between March 12 and March 20. The length of...
the entries will be discussed during the pre-travel class sessions. You are encouraged to keep up with your journaling so that you can record experiences while they are fresh. Feel free to include artistic representation, photos, and other materials that capture your experiences. When this course ends, your journal will be a lasting keepsake of your travels and adventures!

**Journal Writing**: This experience will allow students to enter an environment where they can record and critically analyze the progression of their leadership skills. Regular journal writing is required for reflection on course content and experiences while in Guatemala. The journal should merge discussed ideas with personal reflection in order to deepen knowledge about the topic at hand. Students are expected to write coherently and to critically analyze their own decisions and ideas and to integrate concepts and theory presented in readings and during class discussions. Often journal topics will be assigned, but at times students will be asked to write freely, and are encouraged to do so as often as they please.

### BASIS FOR GRADING

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Journal</td>
<td>10%</td>
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<tr>
<td>Service Project</td>
<td>50%</td>
</tr>
<tr>
<td>Critical Reflective Essay – Due Date: March 28th 2016</td>
<td>15%</td>
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#### Journal
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#### Service Project
To compliment the Leadership component of this course, students are required to volunteer on site at the Playground Build. At the conclusion of the service project, each student will be expected to reflect about their experience.

#### Critical Reflective Essay – Due Date: March 28th 2016
You will need to write a 3-4 page essay that critically reflects upon the experiences you had while in Guatemala. The purpose of the essay is to begin to articulate the ways that you have been impacted as a person as a result of your travels to and through Guatemala.

Be sure to address the following prompts while writing your essay:

- Elaborate on what you feel was your greatest lesson learned while in Guatemala.
- How have you applied/could you apply this lesson learned to your life now that you have returned home?
- Have there been changes in your actions/perspectives/communication with others, etc?
• What were your preconceptions regarding the service project before you started to volunteer? How did your preconceptions compare to the end result?

• What are some of the challenges faced by organizers of the event?

• Do you feel like the experience contributed to the target population’s wellbeing?

• Do you feel like you learned as a result of the service experience? Why or why not?

• Why is it important for leaders to serve others in our society?

**Personal Leadership ACTION Plan – Due Date: March 28th 2016**

Social change is the responsibility of active and informed leaders. The objective of this component of this course is an opportunity to formally connect each individual’s personal definition of leadership development to that of a non-profit organization. Based on the identification and explanation of both the leadership philosophy and the non-profit organization, it is then the challenge of the student to develop an action plan of involvement in this organization.

The final product of this assignment will be three-part piece (see below).

1. **Leadership Philosophy**
   - Clearly define his/her personal definition of leadership development
   - Identify and describe ideal or mastered core competencies of leadership
   - Incorporate the readings

2. **Issue and Agency**
   - Identify a non-profit organization that matches his/her specific interests
   - Explain the central mission and vision of this organization

3. **Action Plan for Involvement**
   - Formally connect his/her values and leadership definition to that of the organization
   - Develop an action plan to 1) get involved, 2) stay involved, and 3) significantly contribute to the sustainability and growth of the organization
   - Consider the involvement at different stages of life (young professional, experienced professional, senior professional, and retirement; before children, with children, and after children)
   - A plan for leaving a legacy for this organization.

Students should use a variety of documented journals, academic texts, and/or informational books as literary sources.
GRADING SCALE

The grading scale used is:

- A+ = (97%); A = (93%); A- = (90%); B+ = (87%); B = (83%); B- = (80%); C+ = (77%); C = (73%); C- = (70%); D+ = (67%);
- D = (63%); D- = (60%); F = 0.0

100%–90% = A +/- excellent, inspired, thorough, immaculate
89%–80% = B +/- good, resourceful, complete, organized
79%–70% = C +/- acceptable, basic, tidy
69%–60% = D +/- below par, has some content but unclear, messy
59%–0% = F unacceptable

RULES AND REGULATIONS

COMPLETION OF ASSIGNED PROJECTS

Preparedness and participation in all activities and critiques is essential.

If absence, late work, or incomplete work is due to circumstances beyond your control, some adjustment may be made. The circumstances must be fully and officially documented (e.g. hospitals; the police; community shelters). There will be no adjustment made for absence, late work, or incomplete work due to controllable events (such as visits to the Student Health Center, job interviews, holiday flights, and work schedules).

ACADEMIC DISHONESTY AND CHEATING

Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student not only to abstain from cheating but, in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists. The student also should do everything possible to induce respect for the examining process and for honesty in the performance of assigned tasks in or out of the class.

PLAGIARISM

Honesty requires that any ideas or material taken from another source for written, visual, or oral use must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, images, sentences or paragraphs to entire articles copied from books, periodicals, speeches, or the writings and creations of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. Any student who fails to give credit for ideas or materials take from another course is guilty of
plagiarism.